

# **FY2012 IDEA PRESCHOOL GRANT APPLICATION**

## **General Information and Online Application Instructions**

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### **Financial/ Budget Questions or Concerns:**

Please contact Pat Immele, Early Childhood Education Finance Specialist, at 602-542-8812, or e-mail [pimmele@ade.az.gov](mailto:pimmele@ade.az.gov).

### **Preschool Program Questions or Concerns:**

Please contact Holly Ford, ECE/Early Childhood Special Education Program Specialist, at 602-542-2790, or e-mail [holly.ford@azed.gov](mailto:holly.ford@azed.gov).

### **Deadline Date**

The online application will be available until March 30, 2012.

### **General Information and Allocation**

The purpose of these funds is to assist public education agencies in assuring that all children with disabilities, aged 3 through 5, have available to them a free appropriate public education (FAPE) which emphasizes special education and related services designed to meet their unique needs. You may confirm your FY2012 allocation by downloading the IDEA Preschool Grant Allocations list attached to the FY2012 IDEA Preschool Grant fund alert.

### **Eligibility Requirements**

#### **To apply for funds identified for your school you must:**

1. Have Submitted a October 2010 census count \*
2. Currently be serving eligible students
3. Have filed the Annual Special Education Data Collection reports (due July 29, 2011)
4. Have approved special education policies and procedures on file with ADE/ESS Unit.  
This submission must include the annotated policies and procedures checklist developed by the ADE/ESS. To receive payments under Part B - 619 of the Act for any fiscal year, an agency must submit an application to the Arizona Department of Education/Early Childhood Education (ECE) Unit.

**\* Students entering after the October census must be identified, served, and have a current IEP.**

## **ESS CENSUS VERIFICATION / DATA TABLES**

To establish / confirm your eligibility for funding you must submit the following:

- The 10/01/10 Special Education Census
- FY 2011 Annual Special Education Data Collection Reports by 7/29/11

For questions regarding the census and/or the annual data collection, please e-mail ESSDataMgmt@azed.gov.

Changes to the 10/01/10 SPED count are not being accepted at this time. To correct prior year SPED participation data that resides in SAIS, regardless of fiscal impact, LEAs are welcome to go through the 915 process: [www.ade.az.gov/schoolfinance/FAQs/DataChangeReq/915Instrs.doc](http://www.ade.az.gov/schoolfinance/FAQs/DataChangeReq/915Instrs.doc)

### **Maintenance of Effort (MOE)**

To meet the MOE requirement, the total amount or average per capita amount of state and local school funds budgeted by the LEA for expenditures in the current fiscal year for the education of children with disabilities must be at least equal to the total amount or average per capita amount of state and local school funds actually expended for the education of children with disabilities in the most recent preceding fiscal year for which the information is available. Allowances may be made for:

- Decreases in enrollment of children with disabilities;
- The termination of costly expenditures for long-term purchases such as the acquisition of equipment and the construction of school facilities;
- The replacement of personnel with qualified, lower salaried personnel; or
- The termination of the obligation to provide a program of special education to a particular child with a disability that is in an exceptionally costly program.
- The assumption of cost by the high cost fund operated by the SEA

However, please note that budgeting a certain amount, and expending that amount by the end of the year, are two different issues. If none of the allowances apply, the applicant agency must make sure that the special education **expenditures** meet or exceed previous year's special education expenditures, excluding Fund 011, impact aid for students with disabilities. You must submit for Program 200 **disability categories** only (exclude gifted, bilingual, remedial, vocational, career education and fund 011 amounts).

As stated above, these funds must be used consistently with Part B of the IDEA which means that they may only be used for the excess costs of providing special education and related services to children with disabilities. As a result, the maintenance of effort (MOE) requirements is applicable to these funds and may not be waived.

In the alternative, an LEA may use up to 15% of its total IDEA Part B and Preschool grant for coordinated early intervening services (CEIS) for children in grades K through 12 who are not currently identified as children with disabilities, but who need additional academic and behavioral support to succeed in a general education environment. If an LEA has been determined to be significantly disproportionate as provided by 34 CFR § 300.646, you must set aside 15% of your total IDEA entitlement grants for coordinated early intervening services.

You may use up to 20% of the funds you receive under Part B that exceeds the amount you received under Part B the previous fiscal year (i.e. FY2010) to support Preschool (IDEA-Section 619). If you want to use this option, you first must receive our approval by ensuring that a reduction in your State/Local expenditures will not adversely affect your ability to provide children with disabilities a free appropriate public education (FAPE).

### **Indirect Costs**

If you wish to claim indirect costs, you must first apply for an approved rate from ADE Audit Resolution. (Gary Holland (602)364-3518). IDEA projects will be limited to the approved indirect cost rate (percent). [www.ade.az.gov/GME](http://www.ade.az.gov/GME)

### **Purchase of Capital Outlay**

See Capital Outlay guidelines (Attachment #1) for appropriate expenditures. Round to the nearest dollar. Justifications are to be item by item. If a piece of equipment is to be used with a specific student as required by an IEP, you must include the student's census number (but not name) and explain the need for the equipment.

### **Priorities in Use of Funds:**

- Assessment / Ongoing Child Progress Monitoring training and materials
- Activities to correct deficiencies identified in monitoring for compliance with IDEA 04 and its regulations, auditing findings or self identified issues
- Transition from AzEIP to preschool and preschool to kindergarten
- Assistive technology devices and services
- Improved screening and evaluation practices (ie: vision/hearing screening equipment)
- Training on writing functional IEP goals aligned with Early Learning Standards and ongoing progress monitoring outcomes/data to use in planning curriculum
- Training or materials to improve student outcomes (in 3 areas reported: social emotional, early language and literacy, and adaptive behavior)

## **On-Line Application Instructions**

### **Financial Data**

#### **Contact Information**

Enter the name of the Project Director/Contact, current phone number and email address. This person will be contacted by ADE/ECE if any questions arise related to the content of the grant application.

#### **Line Items Page**

The amounts shown on this page should align with those shown on the Line Items Description page. The full allocation amount must be reflected on this page. If the correct budget amount is not included, the application will be rejected. Please refer to the Application Downloads to determine the full amount allocated to your district. You may also contact the Early Childhood Education Unit at 602-542-8812 for assistance.

#### **Line Items Description**

Enter a **detailed description** of the items intended for purchase in the appropriate fields on this page. This includes but is not limited to:

**Types of supplies** (*i.e. blocks, paints, brushes*)

**Title of curriculum or software** (*i.e. High Scope Pre-K*)

**Content/title of professional development events** (*i.e. Teaching Strategies GOLD, Director's Institute, Autism Conference*)

**Number of hours x hourly rate for contracted staff** (*i.e. 30 hours x \$60/hr for Speech Therapist*)

**Portion of full-time employment** (*i.e. .5 FTE for ECSE Teacher*)

**Providing a high level of detail and specificity will expedite the review and approval of your grant application.** If more information or clarification is needed, your application will be rejected and will require editing. Please refer to the Chart of Accounts Matrix for assistance in determining which fields to use for each item.

**NOTE:** When providing employee salaries, you must pay employee benefits as well. Please list all benefits that will be covered (*i.e.: withholding tax, retirement, medical insurance, etc.*).

**Indirect Cost** - Those expenses that incur for the joint benefit of more than one project and cannot be readily and specifically identified with a particular project without effort disproportionate to the results achieved. Indirect Cost can ONLY be applied to federally funded projects, however, may be restricted or disallowed on some federal grants. The maximum

amount payable is calculated by multiplying the Approved Restricted Rate times the Actual Subtotal Expenditures, unless more stringent grant limits exist.

**Examples of Indirect Costs:** county charges for administering the funds, rent, utilities, phone service, property insurance, use of copier machines, etc.

### **Capital Outlay**

Refer to the Capital Outlay guidelines (Attachment #1) for appropriate expenditures.

- Enter the quantity, cost per unit, description, and purpose for all capital outlay items, and include student census number(s) for specific IEP-required equipment.
- If more than 5 rows are required, click the **'Add 5 Rows'** and it will add 5 more rows. You can do this for as many rows as you may need.
- The **'Grand Total'** must equal the **'amount allocated in Budget for Capital'**. If all capital outlay item(s) are correct, click on the **'Save'** button.

### **Payment Schedule**

The payment schedule for the FY 2012 IDEA Preschool Grant Application process must comply with the monthly Cash Management Reporting System. You need only **enter one payment amount of no more than 20% of your total allocation** to cover your initial expenses (supplies, salaries and capital etc.). Place the balance of your allocation in the RSP section. Your monthly Cash Management Reports will determine future payments. Failing to maintain them will interrupt federal funds.

## **Supplemental Data**

### **Special Education Preschool Contact Information**

Please ensure that contact information entered on this page is **accurate and current**. The e-mail addresses provided are used by the Early Childhood Education unit to disseminate information on new legislation, program requirements, important deadlines, up-coming events and trainings.

### **IDEA Preschool Program Description**

Funding sources, program demographics, teacher qualifications and professional development needs may change from year to year so please ensure that the information provided on this page is **accurate and current**.

### **Early Childhood Quality Improvement Process (ECQUIP)**

Please complete the questions on this page with your program contact for this grant. See Attachment #2 below for further guidance.

### **Preschool On-going Progress Monitoring**

Please answer the questions on this page with your program contact for this grant regarding your district's preschool ongoing progress monitoring (OPM). This refers to your approach to

managing and using the data obtained from Teaching Strategies GOLD, which is the required tool beginning in the 2011-2012 school year.

## Attachment #1

### Capital Outlay Guidelines

The following guidelines, based on Federal regulations, will apply to the IDEA Part B Grant Awards and provide assistance on how to approach capital outlay requests. Under Federal regulations, capital outlay items include “equipment and assistive technology devices,” with both terms including some of the same items.

Equipment means: tangible, nonexpendable, personal property including items such as instructional apparatus, necessary furniture, telecommunication, sensory and other technological aids and devices.

Assistive Technology Device and Assistive Technology Services are defined as integral parts of “ensuring that all children with disabilities have available ... a free appropriate public education...designed to meet their unique needs....”

Assistive Technology Device means: any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

Assistive Technology Service means: any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

For IDEA projects, based on these definitions, we will define capital outlay as equipment and assistive technology items required by an IEP and identified in the IDEA project by individual census number and justification.

#### **To be budgeted as Capital Outlay, items must meet the following criteria:**

1. The item should be IEP directed and used in an adaptive program.
2. Be over and above items available to all students and have,
3. The item should be an independent unit and not required to complete another item, i.e., a computer would be capital outlay, but not the software used by the computer.
4. The item must have a useful life of at least one year, and would be inventoried.
5. The item would be repaired as opposed to replaced.

#### **Examples:**

1. Specialized needs student chairs and desks
2. Computers/curriculum and other education enhancing items
3. Specialized communication items, phonic ears, etc.
4. Specialized, non-permanent facility modifications
5. Vehicle modifications for student transportation and safety.

While these definitions refer to individuals, they do not preclude purchasing capital outlay items for a classroom where students with disabilities will utilize computer-aided instruction, or other communication, ambulatory or other supplemental therapies.

There are capital outlay items IDEA funds will not purchase: vehicles, telephones, copiers, food preparation equipment, permanent fixed storage units, teacher's/administrator's desks, chairs, computers and laptops. Unless items can be classified as direct instruction or instructional support they will not be approved by ADE/ECE. Construction of permanent installations such as sunscreens, playground equipment, walkways, ramps, bathrooms, carpets and other structural renovations will not be approved. Generally VCRs, televisions and camcorders are not approved, however, requests will be reviewed on a case by case basis.

Assistive Technology services encompass "related services" as "developmental, corrective and other supportive services (including ... medical and counseling services ... for diagnostic and evaluation purposes)...and includes the early identification and assessment of...children." Therefore, assessment items used during the evaluation/IEP development process, such as kits, workbooks, videos etc. and related items not using specialized equipment should be considered support services supplies. However, these items must continue to be described for review and approval. If the item is specialized, such as an optical/audio assessment instrument, and meets the capital outlay criteria, it must be requested as capital outlay.

The following are examples of items that are NOT considered Capital Outlay and should be budgeted as Supplies:

- Instructional kits with small parts, which are easily consumed or lost in a short period of time (a year or less.)
- Instructional software, workbooks, videocassettes, films, etc. which are utilized for direct classroom instruction.



## Attachment #2

### Early Childhood Quality Improvement Process (ECQUIP) Instructions

#### Overview

ECQUIP is intended to guide program planning for on-going quality improvement. Although the Department outlines guidelines for conducting an ECQUIP process, the design of each PEA's ECQUIP self-assessment is guided by the PEA administration. Rather than an entirely new process, it should be based on existing plans and sources of information, such as teacher or parent surveys; student test scores; classroom observations; or program accreditation materials. The information provided in this grant application provides an update on your early childhood-focused improvement plans within the context of your district or charter's broader strategic objectives reflected in school-wide, school improvement, and district/charter long-range plans.

See web link below for a more thorough description of this process:

<http://www.ade.az.gov/earlychildhood/ECQUIP/>

#### ECQUIP Standards

ECQUIP is broken down into four standards that align with the Arizona School Improvement Process (ASIP) standards:

- **Standard 1: School/District Leadership** – helping leaders to support improved student achievement
- **Standard 2: Curriculum/Instruction** – promoting rigorous curriculum and intentional instruction
- **Standard 3: Classroom/School Assessment** – using data to improve classroom and school practices
- **Standard 4: School Culture/Climate/Communication** – developing schools as effective learning communities for students, teachers and parents

#### Questions

- **Questions 1-3** speak to the composition of your team. The ECE Section suggests that a team's composition should include representatives from all associated preschool programs (e.g. districts, Head Start, First Things First community partners, community education, Title I, Family Literacy, et. al.) and "vertical" (i.e. preschool, kindergarten, first, second and third grades) alignment opportunities. Please list the names and position titles of the ECQUIP Team Members.

**Examples of Team Members:** Principals, Directors, Program Coordinators, Teachers, Parents, Head Start staff,

- **Questions 4 -12** provide a description of your self-assessment plan.

**Question 4 Example Response:**

We have utilized STARE and Division of Early Childhood Recommended Practices assessment. For 2009-2010, the team has decided to utilize a district-created teacher survey to address the provision of high quality preschool classroom environments. After collecting the self-assessment surveys, the results will be tabulated, and professional development courses will be created to address the areas of greatest need to enable teachers to enhance their provision of quality early childhood environments. Once school starts, we will assess our progress on those activities and if we need to continue working on those needs or if the ECQUIP team will suggest a new assessment measure to enhance our program.

**Question 10 Example Response:**

1) Providing paraprofessional training for new and returning assistants based on their input to address specific areas. Trainings have been provided in the areas of cultural sensitivity, motor skills, facilitating communication skills, promoting literacy, managing behavior. Scheduled meeting time with teachers and paraprofessionals to support generalization of strategies promoted in professional development.

2) Support for the purchase of curriculum supplemental materials and classroom toys that support cultural diversity.